

## **Policy Code: 3200 Selection of Instructional Materials**

In order to help fulfill the educational goals and objectives of the school system, the ~~Wake County~~ Thomasville City School Board of Education strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation, respect the legitimacy of different cultures, and empower students to value diverse perspectives. Instructional materials should also be appropriate for the maturity levels and abilities of the students, and address a spectrum of learning styles.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into three categories: core instructional resources, supplemental materials, and media collection materials.

The selection process includes input from teachers and feedback from parents and the community.

### **A. Core Instructional Resources**

Core instructional resources deliver, support, enrich, and assist in implementing the school system's educational program. Core instructional resources are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Core instructional resources may be print and/or digital media.

The responsibility for the selection of core instructional resources is delegated to the central office staff under the direction of the superintendent.

In the absence of central office established core instructional resources for a grade or course, a school shall select core instructional resources based on the principles and processes for the selection of supplemental materials.

### **B. Supplemental Materials**

Supplemental materials are instructional and learning resources which are selected to complement, enrich, or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances, classroom collections, and teacher-selected resources for individual classes.

The responsibility for the selection of supplemental materials is delegated to school-based staff under the direction of the principal. Selection of supplemental materials for school-wide, grade-level, or team-wide use is delegated to school

based staff under the direction of the principal with final approval by ~~Academies content specialists and the area superintendent-designated~~ Central Office Staff. Teachers may use additional supplemental materials provided the materials are directly tied to the respective curriculum and meet the board's principles set forth above, with the understanding that the principal retains the authority to alter or amend a teacher's selection or selection process.

### **C. Principles Governing Selection of Core Instructional Resources and Supplemental Materials**

The following principles will be used to govern selection of core instructional resources and supplemental materials:

- a) the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum;
- b) the material's reliability, including the extent to which it is accurate, authentic, engaging, relevant, comprehensive and evidence-based;
- c) the materials on controversial subjects should represent various points of view so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- d) the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;
- e) the material's provision of thoughtful supports and scaffolds to support all students in accessing the North Carolina standards;
- f) the contribution the material will make to the collection's breadth and variety of viewpoints;
- g) the supports provided for effective and sustainable implementation;
- h) the reputation and significance of the material's author, producer and publisher; and
- i) the price of the material weighed against its value and/or the need for

### **it. D. Media Collection Materials**

Media collection materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum. Such resources include,

for example, library materials, digital resources, and the school system's media collection.

The responsibility for the selection of media collection materials is delegated to professional media personnel under the direction of the principal.

The following principles will be used to govern selection of media collection materials:

- a. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum and to the interests of the students;
- b. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, comprehensive and well-balanced;
- c. the materials on controversial subjects should represent various points of view so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- d. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;
- e. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;
- f. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;
- g. the contribution the material will make to the collection's breadth and variety of viewpoints;
- h. the recommendations of school personnel and students from all relevant departments and grade levels;
- i. the reputation and significance of the material's author, producer and publisher; and
- j. the price of the material weighed against its value and/or the need for

#### it. 1) Removal of Outdated Media Collection Materials

To ensure that the media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated, or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged, and worn materials still of educational value. Materials may be removed only for legitimate educational reasons and subject to the limitations of the First Amendment. The superintendent may establish regulations that provide additional standards for removing media collection materials to meet the educational needs of the school system. Requests by parents to remove media collection materials due to an objection to the materials will be reviewed pursuant to Parental Inspection of and Objection to Instructional Materials.

#### **E. Acceptance of Gift Materials**

Instructional materials offered as a gift will be reviewed pursuant to the criteria outlined above and in any applicable Board policy.

#### **F. Challenges to Instructional Materials**

Challenges to materials will be addressed pursuant to the Board's policy on Parental Inspection of and Objection to Instructional Materials.

~~Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -101; *Board of Education v. Pico*, 457 U.S. 853 (1982); *Impact: Guidelines for North Carolina Media and Technology Programs*, North Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The American Library Association (1996)~~

~~Legal References: U.S. Const. amend. I; N.C. Const. art. I, §14; G.S. 115C art. 8pt. 1; 115C-45, -47, -98, -101; *Board of Education v. Pico*, 457 U.S. 853 (1982); *Impact: Guidelines for North Carolina Media and Technology Programs*, North Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The American Library Association (1996)~~

~~Cross References: *Goals and Objectives of the Educational Program* (policy 3000), *Parental Inspection of and Objection to Instructional Materials* (policy 3210), *School Improvement Plan* (policy 3430), *Gifts and Bequests* (policy 8220)~~

Adopted: May 2, 2017

~~Wake County Board of Education~~ Thomasville City Schools